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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 2 : MY WEEK  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | **CCE** | | | |
| Main: 1.2  Complementary: 1.1 | | | | | Main: 1.2.2  Complementary: 1.1.1 | | | | Enjoy learning | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | |
| By the end of the lesson, pupils will be able to:  1. Understand with support, specific information and details of longer simple texts.  2. Recognise and reproduce with support, a wide range of target language phonemes. | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | |
| Pupils can sing a song and talk about school objects. | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | |
| Expressing likes and skills (present tense): e.g. I like/love… / I’m good at… | | | | | | | | | Get Smart Plus 4 Student’s Book (page 15) | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were not able to achieve the learning objectives and given remedial exercise (s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by displaying images of different school objects on the board or using flashcards.   2. Engage the students in a brief discussion by asking questions like: "What objects do you see in the pictures? Do you use these objects at school?”  3. Encourage the students to share their thoughts and experiences related to school objects. | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | |
| **Think-Pair-Share Activity**   1. Pose a question related to school objects, such as: "What is your favourite school object and why?" 2. Give the students a few moments to think individually about their responses. 3. In pairs, have the students share their thoughts and reasons for their choices. 4. After sharing in pairs, select a few students to share their responses with the whole class.   **Listening and Song**  1. Introduce a song, that includes descriptions of school objects and expressing likes and skills.  2. Read or play the recording of the song for the students, emphasizing the specific information and details they should listen for.  3. Play the text/song again, if necessary, to ensure comprehension.  4. Lead a class discussion about the song, asking questions to check understanding and engaging the students in conversation about the school objects and expressions used. | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | |
| Invite a few students to share their favourite school objects and describe their likes and skills related to those objects. | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | Think-Pair-Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | Games | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | **Enrichment:** | | | | |
| Pupils do activities with guidance. | | | | | | | Worksheet for reinforcement. | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 2 : MY WEEK  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 1.2 | | | | | Main: 2.1.1  Complementary: 1.2.5 | | | | Enjoy learning | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, pupils will be able to:   1. Explain and give reasons for basic opinions. 2. Understand longer-supported questions. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can sing a song and talk about school objects. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Questions (simple present) to ask about preference: What’s your favourite [subject]? | | | | | | | | | Get Smart Plus 4, Activity 3 Student’s Book (page 15) and  Pupils’ timetable. | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were not able to achieve the learning objectives and given remedial exercise (s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by displaying a picture or a few objects related to school subjects, such as a book, a calculator, or a drawing. 2. Engage the students in a brief discussion by asking questions like: "What subjects do you study at school?” “Which subject do you enjoy the most? Why?” 3. Encourage the students to share their thoughts and opinions about their favourite subjects. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Role Play Activity**   1. Divide the students into pairs or small groups. 2. Assign each group a role, such as a teacher and a student, or two students discussing their favourite subjects. 3. Provide a prompt, such as "You are a teacher and a student. The student asks the teacher about their favourite subject and the teacher responds with reasons for their preference." 4. Allow the groups some time to prepare and practice their role plays.   **Speaking and Discussion**   1. Introduce a longer-supported question related to favourite subjects, such as "What's your favourite subject and why do you like it?" 2. Model an example response, providing reasons for your preference. 3. Encourage the students to take turns asking and answering the question in pairs or small groups, using the model response as a guide. 4. Bring the whole class together for a group discussion, inviting a few students to share their favourite subjects and reasons for their choices. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Encourage the students to actively listen and provide positive feedback or ask questions to their classmates. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Role Play | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Presentation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activities with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Stories  **TOPIC:** MODULE 2 : MY WEEK  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.3  Complementary: 3.2 | | | | | Main: 3.3.1  Complementary: 3.2.1 | | | | Be responsible | | | | Values | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, pupils will be able to:   1. Read and enjoy A1 fiction/non-fiction print and digital texts of interest. 2. Understand the main idea of simple texts of one or two paragraphs. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can talk about the weekly timetable. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present tense for talking about regular actions (school timetable). | | | | | | | | | Get Smart Plus 4  A story in the Student’s Book (page 16) | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were not able to achieve the learning objectives and given remedial exercise (s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by displaying a picture or a visual representation of a weekly timetable on the board. 2. Engage the students in a brief discussion by asking questions like: “What is a timetable?” “Do you have a timetable for your school week? “ 3. Encourage the students to share their thoughts and experiences related to their weekly timetables. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **The Yarn Yarn Activity**   1. Introduce the story from the Student's Book, page 16, which is about a character's weekly timetable. 2. Explain that the students will be participating in a group activity called "The Yarn Yarn." 3. Divide the students into small groups and provide each group with a set of sentence strips related to the story. 4. Instruct the groups to arrange the sentence strips in the correct order to recreate the story of the character's weekly timetable. 5. Encourage the students to work collaboratively, discussing and deciding on the correct sequence of sentences. 6. After the groups have completed the activity, invite one representative from each group to share their reconstructed story with the class.   **Reading Comprehension and Discussion**   1. Distribute copies of the story from the Student's Book or display it on a screen. 2. Instruct the students to read the story individually or in pairs. 3. After the students have read the story, facilitate a class discussion to check their understanding and explore the main idea of the text. 4. Encourage the students to share their opinions and discuss their own weekly timetables, comparing them to the character's timetable in the story. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask the students to reflect on the story and the discussions they had about weekly timetables. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | The Yarn Yarn | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Games | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activity with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 2 : MY WEEK  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 3.2 | | | | | Main: 4.2.4  Complementary: 3.2.2 | | | | Be responsible | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, pupils will be able to:   1. Describe people and objects using suitable statements. 2. Complementary: Understand specific information and details of simple texts of one or two paragraphs. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can talk about weekly timetable. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Questions in present simple with How often: e.g. How often do you have [subject]?, adverbs of frequency: e.g. Three times a week. | | | | | | | | | Get Smart Plus 4 Activities 1-2  Student’s Book (pages 16-17) | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were not able to achieve the learning objectives and given remedial exercise (s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by displaying a picture or visual representation of a weekly timetable on the board. 2. Engage the students in a brief discussion by asking questions like: 'Why is it important to have a timetable?” “What subjects or activities do you have in your weekly timetable?” 3. Encourage the students to share their thoughts and experiences related to their weekly timetables. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Simultaneous Round Table Activity**   1. Divide the students into small groups and assign each group a topic related to the weekly timetable (e.g., subjects, activities, preferences). 2. Provide each group with a large sheet of paper and markers. 3. Instruct the students to write down as many sentences as they can related to their assigned topic within a given time frame (e.g., 3 minutes). 4. Encourage the students to work collaboratively, taking turns to contribute to the sentences and discussing the accuracy and clarity of their statements. 5. After the time is up, instruct each group to rotate to the next table and continue building on the sentences written by the previous group. 6. Repeat this process until each group has contributed to every table. 7. Finally, conduct a whole-class discussion, allowing each group to share the sentences they contributed to each topic.   **Writing Activity**   1. Distribute worksheets or provide each student with a piece of paper. 2. Instruct the students to create their own weekly timetable using the sentences generated during the round table activity. 3. Encourage the students to include details such as subjects, activities, and their frequency (using adverbs of frequency). 4. Remind the students to use suitable statements and apply the grammar focus of questions in simple present tense with "How often" and adverbs of frequency. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Engage the students in a class discussion to review what they have learnt about describing people and objects using suitable statements and creating their own weekly timetables. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Simultaneous Round Table | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Role Play | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activity with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |